|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **First Colonial High School Learning Plan Template** | | | | |
| **Teacher:** | | | **Date:** | |
| **Unit 3: “A Rising, and not a Setting Sun” – The Critical Period, the Constitution, and Washington’s Presidency** | | | | |
| **Class: US-VA History** | | | | |
| **Materials: Promethean Board Textbooks Colored Pencils Video/DVD Highlighters**  **Post-it notes Art Supplies Maps/Atlases BYOD** | | | | |
|  | | **Learning Objectives of the VBCPS and Virginia Standards of Learning**:  **11.3.1 Describe how the colonial experience influenced the development of early national and state governments in the United States.  (VUS.5)**  Effects on state governments  ­ Virginia Statute for Religious Freedom (Thomas Jefferson)  ­ Virginia Declaration of Rights (George Mason)  ­ both documents consulted by James Madison in drafting the Bill of Rights  ­ democratic practices resulting from the Revolutionary period:  abolitionist movement and expansion of suffrage  Effects on national government (Articles of Confederation)  ­ no power to tax, regulate commerce  ­ no common currency  ­ no executive or judicial branch  ­ one vote per state, regardless of size, population  **11.3.2  Describe the role of conflict and compromise in the creation of the Constitution of the United States.  (VUS.5)**  Conflicts  ­ representation  ­ slavery  Compromises  ­ bicameral legislature  ­ Great Compromise (Virginia Plan, New Jersey Plan)  ­ Three­fifths Compromise  ­  Bill of Rights  **11.3.3  Describe the role of key figures at the Constitutional Convention.  (VUS.5)**  George Washington (President of the Convention)  James Madison (“Father of the Constitution”)  ­ left record of convention discussions  ­ authored Virginia plan  ­ authored much of Bill of Rights  Benjamin Franklin  **11.3.4 Compare arguments for and against ratification of the Constitution.  (VUS.5)**  Federalists: favor a strong national government, (promote economic development,  public improvements), Bill of Rights not needed  ­ Federalist Papers  ­ Supporters      George Washington      James Madison      Alexander Hamilton      John Jay  Anti­Federalists:  favor strong state governments, Bill of Rights  ­ Supporters       Thomas Jefferson       Patrick Henry       Samuel Adams       George Mason | | |
|  | | | | |
| **Before** | **Learning Target** | As a result of the lesson, what do you want students to know and be able to do? | | |
| **Anticipatory Set – Hook to Activate Prior Knowledge and Relate.** | Map Bellringer Video Clips Discussion Questions Creative Thinking?  Reading Quizzes Digital Survey Brainstorming Activities Think-Pair-Share  Other: | | |
| **During** | **Teaching** | **Instructional Input-**  Direct Instruction/Lecture Reading Activities  Stations Kinesthetic Learning Video Viewing Guides  **Modeling-**  Teacher Directed Demonstrations  **Questioning Strategies-**  Informal Entrance Tickets Digital Activities  Exit Slips Socratic Seminar Value Judgments/Debates | | **Checking for Understanding:**  Bellringer Activity  Exit Slips  Question & Answer  Discussion  Presentations |
| **Guided Practice: Teacher monitored practice on the part of students.** | Teacher-led Peer Review Student-led  Worksheets Performance Task Presentations | | |
| **After** | **Closure: Review and Refocus on major points of emphasis to cue students that the end of class period is near.** | Exit Tickets Quizzes/Tests Presentations  Digital Survey Review Questions | | |
| **Independent**  **Practice – Homework, Classwork, Group Activities.** |  | | |
|  | | | | |
| **Teacher Reflection** | | Data: What do formative assessments suggest about the success of the lesson?  **TalentEd Reflection**: As a result of the lesson, what did you want to students to know and be able to do?   1. How will you respond to or address the learners that mastered what you wanted students to know and be able to do at the end of the lesson? 2. How will you support the learners that did not master the objectives? | | |